

# New College Stamford

## General further college of education

<b>Inspection dates</b>		<b>24–27 March 2015</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement - 3</b>
	Previous inspection:	Good-2
Outcomes for learners		Requires improvement - 3
Quality of teaching, learning and assessment		Requires improvement - 3
Effectiveness of leadership and management		Requires improvement - 3

### Summary of key findings for learners

#### This college requires improvement because:

- the proportion of students who successfully complete their qualifications has not increased over time and outcomes for apprentices are poor
- not enough students on level 3 courses succeed; the progress that the majority of A-level students make, compared with their starting points, is not sufficient and too few achieve higher grades
- too much teaching, learning and assessment is not sufficiently demanding to enable all students and apprentices to make the timely progress of which they are capable and to excel
- not enough teachers and assessors use assessment well enough to gauge accurately the progress students and apprentices are making, or to motivate them to want to learn and succeed
- not enough teachers routinely promote English and mathematics in vocational and academic subjects
- leaders' planning of provision, to meet the needs of local and regional employers and identified skills priorities, is at an early stage of implementation; planned changes have yet to come to fruition
- since the previous inspection, governors have not provided sufficient challenge to leaders and as a result, outcomes for students have not improved and outcomes for apprentices have declined.

#### This college has the following strengths:

- leaders have a clear and ambitious vision that is communicated well to staff; they have implemented a set of precise actions to secure improvement and as a result, the college's own data indicate significant improvement in the retention of students and in-year success rates for apprentices
- leaders dedicate high levels of resources, care and support to ensure that the vast majority of students with learning difficulties, disabilities and other needs achieve as well as their peers
- provision in construction crafts, building services provision and foundation English is good.

## Full report

### What does the provider need to do to improve further?

- Improve the quality of teaching, learning and assessment, by ensuring that the training for teachers and assessors supports them to extend the range of techniques they use, so that they help all students and apprentices make swift progress and enable them to excel.
- Ensure that teachers have high expectations of their students, taking into account their starting points, and provide a consistently high level of challenge so that they realise their full potential.
- Make sure that teachers and assessors use assessment checks frequently, in order to gauge accurately the progress students and apprentices are making and to motivate them to want to learn and succeed.
- Improve teachers' and assessors' planning for, and promotion of, English and mathematics within their teaching, learning and assessment, in order to help students and apprentices to develop fully these essential skills for employment.
- Ensure that the college's curriculum meets the needs of local and regional employers and identified skills priorities.
- Improve the frequency and relevance of training for governors so that they are able to provide effective challenge to leaders.

### Inspection judgements

<b>Outcomes for learners</b>	Requires improvement
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- Most full-time students at the college are aged 16 to 19 and the majority are on level 3 study programmes. Of these, around two thirds work towards vocational qualifications and around a third study A- and AS-level subjects. Almost all students on short part-time courses are adults with a large proportion studying health and social care courses. Apprenticeship programmes are followed by around 200 apprentices, a total that has decreased over time.
- The proportion of younger students who successfully complete their courses remains broadly in line with the national rate but has not increased over time. The proportion of adults who achieve their qualifications, on courses provided directly by the college, has also not improved over time and is significantly below the national rate. However, adults studying short part-time courses on subcontractors' provision achieve well.
- The proportion of students who leave their courses early is too high. However, leaders have recently dedicated significant resources to rectifying this concern and as a result, the college's data for the current year indicate that more students are staying in learning than nationally and the retention of students is now good.
- The proportion of apprentices who successfully complete their apprenticeship programmes has been considerably below the national rate over time and outcomes for apprentices are poor. In response, leaders have recently implemented a restructure of staff and monitoring processes and the provider's in-year data indicate that success rates have significantly improved but remain below the national rates and require further improvement.
- The college attracts students aged 16 to 19 with widely varying levels of ability and prior attainment at GCSE level. Not enough students studying level 3 academic or vocational courses succeed. The majority of students on A-level courses do not make the progress of which they are capable. Too few younger students who take A-level study programmes achieve high grades

A\*/A-B; the achievement of high grades at A2-level is considerably below the national rate and very low over time on AS-level courses.

- Leaders and managers have recently implemented a revised attendance monitoring and reporting process. As a result, overall students’ attendance has improved and is now good. However, while attendance in English and mathematics has improved considerably, it requires further improvement.
- In the majority of vocational subjects, teachers’ effective development of students’ practical skills and underpinning knowledge results in a good standard of work. For example, students on a level 2 course in joinery consolidated their knowledge and skills by creating detailed scale drawings for a project to provide screens for a fashion show and assembled the wooden frames to a high standard. However, standards are not sufficiently high on the majority of A-level courses; not enough students acquire sufficient depth of understanding of theoretical concepts and principles, or fully demonstrate the required evaluative and critical analysis skills to achieve high grades.
- Very few differences in achievement levels exist between differing groups of students. The gap between male and female adults’ achievement is continuing to narrow and is small. Students who require additional support with their studies achieve as well as their peers.
- A greater proportion of younger students successfully complete their English and mathematics functional skills courses than that nationally, particularly on level 2 courses where success rates are high. However, not enough adults achieve their functional skills qualifications. The proportion of students who achieve GCSE A\*-C grades in mathematics and English is significantly higher than the low sector average.
- Most students enhance their personal and social skills through involvement in a good variety of enrichment opportunities, including projects, events and competitions that promote their enterprise skills. For example, students and apprentices from a range of subject areas improved their business planning skills and understanding of the world of commerce through creating and presenting detailed business plans for setting up their own commercial enterprises to employers in a local competition entitled ‘Start Up! Stamford’.
- The large majority of students on vocational study programmes take up meaningful work experience in relevant industry settings that develop their technical knowledge and skills effectively. However, managers and teachers do not sufficiently promote the value of work experience, or work-related learning, on A-level courses. As a result, most students do not improve their understanding of the world of work sufficiently.
- In 2013/14, data collection on students’ progression and destinations required improvement; the destinations of too many students were unknown. In response, the new leadership team has implemented a robust process for the collection of intended and actual progression and destinations data for the current year. The number of students, particularly on vocational courses, applying to study higher education courses at universities has increased significantly compared with previous years.

<b>The quality of teaching, learning and assessment</b>	Requires improvement
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- Inspectors reviewed, in depth, the quality of teaching, learning and assessment in four subject areas offering study programmes and adult learning courses. In addition, they evaluated foundation English provision offered to students across the college, and apprenticeships in business management. Inspectors sampled teaching, learning and assessment in most other subject areas provided by the college, including apprenticeship programmes.
- Although students’ outcomes are broadly in line with those of other students nationally, they have not improved over time and apprentices’ outcomes are poor. Leaders are dedicating considerable resources to improving teaching; for example, the appointment of teaching and

learning coaches has had a positive impact on teachers' practice. As a result, the majority of teachers and assessors are implementing new ideas to improve their performance. However, a minority of teachers do not have sufficiently high expectations of their students or apprentices to encourage them to make the best progress possible.

- A minority of teachers do not take sufficient account of all students' and apprentices' prior attainment or existing knowledge when planning learning. As a result, students and apprentices are not challenged sufficiently to make good progress. In the majority of courses at levels 2 and 3, teachers do not ensure that students develop their knowledge and skills quickly enough so that they can achieve high grades. The majority of teachers make good use of the college's virtual learning environment (VLE) to support learning outside lessons but a minority of teachers do not set sufficient homework or encourage students to work independently.
- In subject areas where teaching, learning and assessment are good, teachers pay close attention to the diverse range of students' starting points and abilities in planning challenging activities that maintain the interest of all students and that enable them to make swift gains in knowledge and skills. Teachers provide good illustrative explanations of theoretical concepts to accelerate students' understanding and use incisive questioning and peer activities to help students to consolidate their new knowledge. For example, students studying A-level chemistry used their knowledge of molecular bonding and infrared spectroscopy to deduce successfully which 'clear liquids' had caused a soft toy to decay. In workshop activities, teachers place particular emphasis on the links between theory and practice to ensure students and apprentices quickly understand the relevance of theory to their practical skills development.
- Where teaching, learning and assessment are weaker, teaching is dull, and activities are uninspiring and lack sufficient challenge to inspire more able students to make the gains of which they are capable. Teachers do not use resources effectively to enrich students' learning experience. Their questioning techniques do not probe or promote higher-level thinking enough. Teachers do not identify the links between students' academic work and employers' expectations and opportunities for employment in relevant industries.
- In a majority of subjects, teachers use a good range of assessment activities that enable them to ascertain the progress students and apprentices make and ensure that subsequent teaching inspires students to want to learn. However, not enough teachers and assessors provide sufficiently rigorous assessment, or provide enough developmental feedback on students' and apprentices' work with the result that not all students and apprentices can gauge their own progress, understand how to improve or achieve their potential.
- Teachers of English and mathematics GCSE and functional skills courses provide a good level of pertinent challenge to younger students, enabling the majority to develop these essential skills and make good progress. However, a minority of teachers in other subjects lack the expertise and confidence to promote English and mathematics effectively in their day-to-day teaching; this affects adversely the quality of students' written work and their abilities to develop a sufficiently high level of knowledge and skills to further their employment prospects.
- Teachers on vocational programmes use the college's strong links with employers and the purposeful work experience, taken up by the vast majority of students on vocational courses, to further prepare them for employment. However, not enough teachers on A-level courses provide sufficient focus on industries related to the students' study, or equip them with an understanding of the world of work.
- Support staff now work effectively with teachers and provide a good level of pastoral support for students and apprentices identified as at risk of leaving their course early. As a result, in-year attendance has improved and the college's data for the current year indicate that more students and apprentices are staying in learning than in the previous three years.
- Arrangements to identify and meet the needs of students who require additional support in learning are thorough and effective. Support tutors provide good specialist help to students with specific learning difficulties such as dyslexia and dyspraxia and enable more students to succeed than in previous years.

- Staff ensure that the majority of students now receive good impartial advice and guidance. Leaders have ensured that pre-course information, including entry requirements to the college's level 3 courses, are now designed to enrol students with suitable qualifications, particularly on to A-level courses. Recent improvements to the enrolment and induction process ensure students receive frequent and timely impartial guidance to make informed study and career choices.
- Teachers' promotion of equality and diversity is often lacklustre and perfunctory. Not enough teachers plan activities that develop students' and apprentices' knowledge and understanding of the rich diversity of modern Britain.

## Health and social care and child care

**16-19 study programmes**  
**19+ Learning programmes**

Requires improvement

### Teaching, learning and assessment in health and social care and child care require improvement because:

- a majority of students are making slow progress in their studies; for example, students on level 2 courses have a significant number of units to complete before the end of the short college academic year
- teachers' planning of learning and assessment does not identify or meet the needs of more able students; a significant proportion of students are not achieving their expected target grade or being sufficiently challenged to reach their potential; consequently, the standard of their work is not good enough
- teachers' targets for students focus solely on achievement of the programme and do not take into account students' personal and social development needs highlighted on their individual learning plans; as a result, potential barriers to students making the required progress are not identified or rectified
- not enough teachers use questioning to check that all students fully understand the topic, or to challenge and extend students' learning further
- teachers do not provide sufficient opportunities for students to develop a wider range of specific skills pertinent to the sector to improve their employment prospects; for example, teachers do not develop students' understanding of the professional standard expected of wall displays in schools, or promote learning about serving the needs of a diverse community
- too many teachers do not provide helpful feedback on students' written work that enables them to make improvements, master technical language and make good progress
- teachers do not plan enough activities, or use sufficient resources, to promote and accelerate students' mathematical skills
- teachers' provision of information, advice and guidance for students intent on gaining employment in health and social care, or childcare, is underdeveloped and does not promote career pathways sufficiently.

### In health and social care and childcare the college has the following strengths:

- the large majority of adults studying short courses, such as dementia care or end-of-life care, on subcontractors' provision successfully achieve their qualifications and improve their career prospects

- teachers offer a good level of pastoral support that ensures an increasing number of students stay in learning; the college's data for the current year indicate that the proportion of students who stay in learning has significantly improved and is now above that of students nationally for the majority of courses
- teachers' thorough planning and monitoring of work experience for students on full-time programmes enables students to develop a good level of work-related skills and knowledge and promotes their progression to careers in the sector effectively
- teachers ensure that students develop a good standard of speaking and listening skills and written English, including technical language, that will enhance their chances of securing employment.

## Science, mathematics and statistics

**16-19 study programmes**  
**19+ Learning programmes**

Requires improvement

### Teaching, learning and assessment in science, mathematics and statistics require improvement because:

- teaching, learning and assessment over time have not enabled enough students to complete their qualifications successfully, or to achieve high grades
- a majority of teachers do not provide sufficiently demanding teaching and learning that challenges all students, particularly more able students, to make good progress; not enough students progress from AS-level courses to complete their A-level programme
- teachers' assessment of, and feedback on students' work does not consistently challenge and extend enough students to excel and achieve high grades; the standard of a minority of students' work is too low for their stage of learning
- attendance is low in too many lessons and as a result, a minority of students miss valuable learning opportunities to make good progress
- teachers do not promote the relevance of science or mathematics to the world of work sufficiently in their teaching; there is little involvement of employers in enriching students' learning experience and their understanding of relevant industry
- not enough teachers plan, or seize naturally occurring opportunities, to promote equality or to celebrate diversity within teaching and learning
- information, advice and guidance focus exclusively on progression to university and do not promote the benefits of employment or apprenticeships.

### In science, mathematics and statistics the college has the following strengths:

- teachers on GCSE mathematics courses enable students to develop their understanding and application of key concepts and principles through skilful use of explanation and illustration; as a result, students make good progress
- the majority of teachers use questioning well in lessons to probe understanding and enable students to evaluate their work effectively; for example, in a biology lesson, students consolidated their critical analysis skills by presenting a script for a video film on muscle development before answering detailed questions from their peers and teacher
- the majority of teachers ensure students make good use of the VLE and a wide range of resources to work independently and consolidate their learning

- teachers enable students to develop good and safe practical skills in science through well-planned use of the resources in the science laboratories.

<b>Building services and construction crafts</b>	
<b>16-19 study programmes</b>	Good
<b>19+ Learning programmes</b>	

### **Teaching, learning and assessment in building services and construction crafts are good because:**

- the proportion of students who complete their qualifications successfully is high and has improved over a three-year period; most students' work is of a good standard
- teachers make good use of their own extensive industry experience to ensure that students have a thorough understanding of the subjects studied; students not only demonstrate good knowledge but also a thorough understanding of theoretical processes involving use of tools and materials
- teachers enable students to develop good team working skills through working collaboratively in pairs and groups; for example a multi-skills group, with students with a range of behavioural difficulties, worked well to support each other to complete a practical wall tiling task
- teachers ensure learning is effectively extended through good experiences outside the college; for example, they plan employer visits, participation in competitions and visits from guest speakers well to ensure students gain relevant knowledge and understanding of their vocational sectors
- teachers ensure that students are prepared effectively for employment and the majority of students develop a good range of skills through a variety of high profile community projects; for example, students planned and built a civic memorial to commemorate local soldiers who had died in the second world war
- the majority of teachers integrate mathematics into vocational teaching successfully and as a result, students develop good mathematical skills throughout their vocational study programmes
- teachers promote equality and diversity effectively through extended learning activities outside the classroom; students from different trades developed a greater understanding of the challenges faced by elderly people with disabilities through working collaboratively on projects with pensioners to provide them with both shelter and power for their mobility scooters.

### **Teaching, learning and assessment in building services and construction crafts are not yet outstanding because:**

- a minority of teachers do not provide sufficiently detailed feedback to help students know what they need to do to improve their practical skills; not enough teachers' commentary on completed work extends students' ability to develop technical skills beyond the minimum requirements of the course
- teachers do not sufficiently prepare students to maximise their learning from work experience; students do not record the progress they make and feedback from employers is not routinely secured, or used to inform subsequent teaching and learning
- the majority of teachers do not ensure enough students develop good skills in their written English; the errors made by students in their written work, including in using technical vocabulary, are not corrected by teachers.

## Foundation English

16-19 study programmes  
19+ Learning programmes

Good

### Teaching, learning and assessment in foundation English are good because:

- good teaching, learning and assessment contribute well to the high success rates for 16 to 18 year olds, who comprise the majority of students.
- most teachers ensure students develop good skills in speaking and listening, reading and writing for specific purposes; for example, students on a level 1 functional skills course perfected their spelling and pronunciation of new vocabulary they had identified from tourist information leaflets, in order to write and present accounts of Stamford's heritage
- the majority of teachers use questioning skilfully to extend students' understanding and encourage them to reflect, consider and plan how they can continually improve the standard of their work
- the majority of teachers provide a good level of feedback on students' work that enables them to improve their work and develop methods to overcome identified barriers to persistent errors and make good progress; most students understand the assessment process, take responsibility to revise for tests and complete assessment activities on time
- teachers make good use of a broad range of relevant topics and themes to ensure students who speak English as an additional language are inspired to develop their English skills, for example, in setting individual research projects for students to write informative and descriptive text and verbally present accounts of their countries of origin
- teachers identify students' support needs promptly; support staff work well with teachers and enable students with assessed learning needs to achieve as well as their peers
- teachers use different topics and themes to raise students' awareness of equality and diversity effectively; for example, teachers develop students' written, reflective and analytical skills and help students to explore and understand prejudice through highlighting the purpose of International Women's Day and the achievements of individuals in Black History Month.

### Teaching, learning and assessment in Foundation English are not yet outstanding because:

- not enough adults successfully complete their qualifications; success rates are below the national rate
- too few teachers promote the purpose and relevance of good English skills in vocational subjects and as a result, not enough students apply their developing English skills to their work-related learning
- a minority of teachers do not involve students in setting and reviewing specific targets sufficiently and as a result, students are not clear what steps they need to take to make good progress
- a minority of teachers do not plan an appropriate range of activities to meet the needs of all students; consequently, the more able students are not always challenged to accelerate their learning so that they progress quickly enough through their courses.



**Business management**

**16-19 study programmes**  
**19+ Learning programmes**  
**Apprenticeships**

Inadequate

**Teaching, learning and assessment in business management are inadequate because:**

- students and apprentices do not make enough progress and too few successfully complete their qualifications
- teachers' planning has not ensured enough students are studying at the appropriate stage of their course; students on level 2 and level 3 courses have a considerable number of units to complete in a very short timescale and two thirds of all apprentices are not making the progress expected of them
- students' attendance is low and is yet to reach targets set by leaders; a minority of students are missing valuable learning opportunities and as a result, are not making sufficient progress
- teachers do not use activities and resources effectively to enrich learning, meet the differing needs of students and apprentices and ensure that all students and apprentices are challenged to make good gains in knowledge and understanding
- teachers' poor planning of teaching and learning culminates in the majority of students not being sufficiently interested in their studies; a lack of challenge leads to high levels of poor behaviour that significantly disrupts students and apprentices' progress
- teachers and assessors rarely capitalise on the rich opportunities that business topics provide to develop students and apprentices' understanding of diversity; for example, in a marketing lesson one learner was asked to research a company's marketing strategy for increasing sales of halal food but the teacher did not check his learning or invite the learner to evaluate findings with his peers
- teachers' and assessors' promotion and development of students' and apprentices' mathematics skills are inadequate; teachers seldom plan or take naturally occurring opportunities to promote the value of mathematics in the sector
- teachers do not promote apprenticeships as a progression opportunity for existing students who complete their study programmes; as a consequence too few students progress to apprenticeship programmes.

**In business management the college has the following strengths:**

- teachers and assessors provide students with a rich programme of additional activities that help to prepare them for work in the sector; well-planned work experience helps students develop skills, deepen their understanding of theory and plan informed career choices
- the majority of teachers provide a pertinent range of activities to help most students develop their English skills; for example, most students and apprentices improve their speaking and listening skills through presentations and producing written reviews of business case studies.

**The effectiveness of leadership and management**

Requires improvement

- Since their appointment nine months ago, the Principal and leadership team have worked hard to ensure a clear vision that centres on quality improvement is communicated well to staff at all levels. They have implemented a range of processes to raise the quality of most aspects of teaching, learning and assessment and as a result, the college's own data indicate that the in-year retention and overall attendance of students has improved.
- In the past, too little attention was given to students' prior attainment when helping them select study programmes and apprenticeships; this was particularly evident in A-level provision. As a result, too many students are studying for qualifications for which they are unsuited and so they do not make enough progress. Leaders are currently revising course entry requirements and improving the provision of information, advice and guidance in order to ensure students are best placed to achieve well and make good progress.
- The new management structure has an appropriate range of roles and responsibilities to support the Principal's ambitious plans for the future. A high proportion of managers have been appointed recently and revisions to quality improvement processes are at an early stage of development; it is too early to measure the impact that the majority of these changes are having on improving teaching, learning and assessment across the college. However, the college's in-year data indicate that the proportion of students who are staying in learning has improved considerably from previous years. Leaders' recent wholesale changes to the staffing and processes within the college's apprenticeship provision have resulted in college data indicating that that success rates for apprentices have significantly improved.
- Since the previous inspection, governors have not provided sufficient challenge to the leadership team. Governors are developing their understanding of the detailed performance information provided by leaders and managers but they require further training to enable them competently to hold managers to account.
- Leaders use a range of information to identify underperforming teachers and tackle their performance, using support and capability processes that are well understood by staff. However, managers do not make full use of the college's appraisal system to help all staff identify areas for improvement and take up relevant training that will enable them to improve their practice.
- The Principal and leadership team have implemented a new observation process and most observers make judgements based on the impact of learning in lessons. However, they pay insufficient attention to the progress students make over time and, in a small minority of instances, make judgements that are too generous.
- Leaders have recently appointed teaching and learning coaches to support and challenge teachers whose practice has been identified as raising concerns. The contribution made by these staff is positive; they are enabling the large majority of teachers receiving support to demonstrate measurable improvements in their performance.
- Leaders' quality assurance of the small number of current subcontractors requires improvement. The process relies too heavily on the knowledge and expertise of a few managers. The lack of an accurate recording system limits leaders' capacity to monitor this provision and secure sustainable improvement.
- Leaders have identified most reasons for the decline in outcomes for students and apprentices over time. The college's self-assessment report is broadly accurate. Leaders and managers have planned a series of actions that seek to rectify most of the identified areas for improvement. However, leaders have not ensured a minority of actions are specific or monitored regularly in order to bring about required improvement.
- Students' involvement in the self-assessment process is underdeveloped; leaders do not collect students' views on the quality of teaching, learning and assessment they receive. Most students are unaware of the student council. Leaders and managers secure students' views on resources

and services through student surveys and focus groups and rectify any arising concerns promptly.

- Leaders and managers make use of the Local Enterprise Partnership's skills plan and other labour market information to review the curriculum. However, the planning of provision to meet identified local and national priorities is at an embryonic stage and planned changes have yet to come to fruition. Leaders and managers have not yet developed programmes that take advantage of the flexibility offered by study programmes. For example, although most students have access to work experience, there are no programmes where work experience is the core aim.
- Leaders and managers do not promote equality and diversity effectively across the college. Leaders' monitoring of the equality action plan is insufficient and too few staff have completed relevant equality training. Not enough teachers ensure students and apprentices develop an understanding of diversity and are prepared for life in modern multi-cultural Britain. However, leaders have dedicated high levels of resources, care and support to ensure that the vast majority of students with learning difficulties and/or disabilities and other needs achieve as well as their peers.
- Safeguarding is good. Leaders have ensured that the college offers a very inclusive, welcoming environment. Students feel valued, safe and enjoy their studies. Leaders and managers enforce the robust safer recruitment practice well when appointing new staff. Staff ensure that work placements provide a safe and secure environment for students. Although managers are aware of the need to protect students from radicalisation and extremism, they have not yet implemented policies to promote such concerns sufficiently.

## Record of Main Findings (RMF)

### New College Stamford

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	3			3		3	3		
Outcomes for learners	3			3		3	3		
The quality of teaching, learning and assessment	3			3		3	3		
The effectiveness of leadership and management	3			3		3	3		

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Health and Social Care</b>	<b>3</b>
<b>Early Years and Playwork</b>	<b>3</b>
<b>Science</b>	<b>3</b>
<b>Mathematics and Statistics</b>	<b>3</b>
<b>Building Services</b>	<b>2</b>
<b>Construction Crafts</b>	<b>2</b>
<b>Foundation English</b>	<b>2</b>
<b>Business Management</b>	<b>4</b>

## Provider details

<b>Type of provider</b>	General further education college							
<b>Age range of learners</b>	14+							
<b>Approximate number of all learners over the previous full contract year</b>	6,222							
<b>Principal/CEO</b>	Ms April Carrol							
<b>Date of previous inspection</b>	May 2011							
<b>Website address</b>	www.stamford.ac.uk							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	299	527	478	1,052	1,107	166	41	197
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	106	33	34	31	0	0		
<b>Number of traineeships</b>	16-19		19+		Total			
	N/A		N/A		N/A			
<b>Number of learners aged 14-16</b>	39							
<b>Full-time</b>	0							
<b>Part-time</b>	39							
<b>Number of community learners</b>	N/A							
<b>Number of employability learners</b>	N/A							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>▪ Advanced Training and Recruitment Ltd.</li> <li>▪ Gladstone District Community Association</li> <li>▪ Learning Curve Group Ltd.</li> <li>▪ Redbridge College</li> <li>▪ Wildcats Theatre School.</li> </ul>							

## Contextual information

New College Stamford provides study programmes and adult learning provision in 14 of the 15 sector subject areas and apprenticeship programmes in six. The college serves a predominantly rural area and is situated at the southernmost point of Lincolnshire. The college is located within a mile of three other county boundaries and a significant proportion of its full-time students reside in Peterborough, Rutland and Cambridgeshire. The proportion of pupils aged 16 achieving five A\* to C grades at GCSE, including English and mathematics, is higher than the national average in Lincolnshire, Cambridgeshire and Rutland but lower in Peterborough. The number of adults of working age, who are not working and in receipt of benefits, is higher than that nationally in Peterborough but lower in Lincolnshire, Cambridgeshire and Rutland. Two of the college's subcontractors provide significant volumes of short courses that are taken up by mainly adults. One of these is located in Peterborough and the other in Bishop Auckland in County Durham.

## Information about this inspection

**Lead inspector**

Matt Vaughan, HMI

Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Vice Principal, Curriculum Strategy and Learning Improvement, as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

[www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012](http://www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012)

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